GOVERNMENT OF INDIA
TRIBAL AFFAIRS
LOK SABHA

UNSTARRED QUESTION NO:2840
ANSWERED ON:20.03.2017
Dropout Rate in Tribal Areas
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Will the Minister of TRIBAL AFFAIRS be pleased to state:

(a) whether the post-nomination dropout rate from Primary, Secondary and College level education is on the rise in tribal dominated areas in the country;

(b) if so, the details of such dropouts during the last three years and the current year along with the reaction of the Government thereto, State/UT-wise; and

(c) the remedial steps taken/being taken by the Government in this regard?

Answer

MINISTER OF STATE IN THE MINISTRY OF TRIBAL AFFAIRS
(SHRI JASWANTSINH BHABHOR)

(a) & (b): As per UnifiedDistrict Information System for Education (U-DISE), developed by the National University of Educational Planning and Administration (NUEPA), the average annual drop out rate for Scheduled Tribe Students in 2013-14 primary level is 7.98 per cent, at elementary level is 8.12 per cent and at secondary level, it is 27.20 per cent State/UT-wise details are at Annexure-I. For 2014-15, the average annual drop out rate for Scheduled Tribe Students in primary level is 6.93 per cent, at elementary level is 7.46 per cent and at secondary level, it is 24.68 per cent. State/UT-wise details are at Annexure-II. (Average annual drop out rate presents average of grade-specific drop out rates).
(Average annual drop-out rate by Educational Level for Scheduled Tribesis available for two years only as per UnifiedDistrict Information System for Education (U-DISE), and not available for college level)
(c): Government has taken following remedial steps in this regard:
(i) The SarvaShikshaAbhiyan (SSA), provides for free and compulsory elementary education to all children in the age group of 6 to 14 years including ST children. 109 special focus districts have been identified on the basis of the indicators like out of school children, high gender gap, low retention rate and infrastructure gap as well concentration of Scheduled Tribe population.
(ii) The National Council for Education Research and Training (NCERT) in the National Curriculum Framework, 2005 (NCF) makes it clear that language and culture are important to all children"s learning including Scheduled Tribes. SSA aims to develop context specific interventions.
(iii) Kasturba Gandhi BalikaVidyalayas (KGBVs) scheme: These are the residential schools for girls at upper primary level; a minimum of 75% seats are for minority, SC, ST and OBC girls. KGBVs cover 69% ST girls in ST Special Focus Districts.
(iv) Ministry of Tribal Affairs (MoTA) has been implementing a number of education-related interventions to facilitate schooling for tribals:

(i) Ashram Schools: Funds are provided for making residential schools for STs for primary, middle, secondary and senior secondary level of education.

(ii) ST Hostels: Central assistance is given to States/UTs/Universities for construction of new hostel buildings and/or extension of existing hostels.

(iii) Scheme of strengthening education among ST Girls in Low Literacy Districts: 100% assistance is given for running and maintenance of educational complexes for ST girls.

(iv) Eklavya Model Residential Schools (EMRSs): EMRS are set up with capacity of 480 students per school under grants in aid under article 275(1) of the Constitution to provide quality middle and high level education to ST students.

(v) Pre Matric Scholarships for ST students

(vi) Post Matric Scholarships for ST students

(v) Ministry of Tribal Affairs has issued advisories to States for a series of measures to address issues of dropout, and for continuing education of tribal children including: development of Bilingual Primers containing text both in regional and tribal language but in local official script, school vacation to be in synchronization with major tribal festivals; residential schools (200-300 students capacity) in block headquarters for quality education and physical safety, promotion of Kitchen garden and Sports, school management to engage teachers to overcome shortage.

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